DOCUMENT RESUME

ED 353 269 TM 018 971

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TITLE An Exploration of the Appropriateness of Including Surveys of Custodial and Cafeteria Workers in a School Evaluation System.
PUB DATE Feb 92
NOTE 29p.; Paper presented at the Annual Meeting of the North Carolina Association for Research in Education (Chapel Hill, NC, February 20, 1992).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Dining Facilities; Effective Schools Research; Elementary Secondary Education; *Employee Attitudes; *Evaluation Methods; *Objective Tests; Pilot Projects; *Questionnaires; Research Methodology; School Effectiveness; School Maintenance; *School Personnel; School Surveys; *Service Workers; Test Construction
IDENTIFIERS Custodians

ABSTRACT

The feasibility and appropriateness of including personnel with limited literacy skills in a comprehensive school evaluation were studied with 119 cafeteria, custodial, grounds, and maintenance workers in 4 elementary schools, 3 middle schools, and 5 secondary schools. A verbally administered 22-item written questionnaire addressing characteristics of effective schools was prepared and administered. The questionnaire consisted of yes/no type questions. These personnel were able and willing to provide useful evaluative information. Results suggest that inclusion of cafeteria workers, custodial, grounds, and maintenance workers in comprehensive school evaluation is feasible and appropriate. Four tables present study data, and there is an 11-item list of references. Two appendixes contain respondents' comments and procedures and instructions for administering the questionnaire, along with the questionnaire. (SLD)

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An Exploration of the Appropriateness of Including Surveys of Custodial and Cafeteria Workers in a School Evaluation System

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An Exploration of the Appropriateness of Including Surveys of Custodial and Cafeteria Workers in a School Evaluation System

Abstract

In this paper the results of an exploration of the feasibility and appropriateness of including personnel with limited literacy skills in a comprehensive school evaluation are reported. The authors found that these personnel were able and willing to provide useful evaluative information through a verbally administered, written questionnaire addressing selected characteristics of effective schools. The instrument is included.

An Exploration of the Appropriateness of Including Surveys of Custodial and Cafeteria Workers in a School Evaluation System

Objectives

In the course of development of a comprehensive school evaluation system for state-wide use, the authors drew upon both the literature on the characteristics of effective schools, and the literature on the assessment of valued student outcomes. As a part of the comprehensive evaluation system, written survey questionnaires based upon the characteristics of effective schools were developed for school personnel. Separate questionnaires were developed for administrators, certified teaching and service personnel (i.e., counselors and media specialists) and noncertified personnel (i.e., teaching assistants and secretaries). The questionnaires for each category of personnel varied in length, however, each consisted of over 100 closed-option items with five-point Likert response scales. In developing these questionnaires attention was given to maintaining traditional psychometric properties such as reliability (Jaeger, Tesh, McKenzie, & Hendricks, 1991).

The questionnaire developed for noncertified school personnel clearly was not appropriate for all noncertified personnel employed in a school. The literacy levels of many of the cafeteria and custodial workers prohibited administration of written questionnaires to these employees. The nature of their experiences and interactions with students was different from those of teaching assistants and office personnel. Also, many school systems in the state for which the evaluation system was being developed employed persons with developmental delays and various handicaps in these positions. It was agreed that the questionnaires intended for teaching assistants and office personnel was too long for cafeteria and custodial workers, the reading level was too high, and the response scale was too complex.

Some school system and state department personnel assumed that it was infeasible and inappropriate to include participation of custodial and cafeteria workers in the school evaluation process. The authors wished to include cafeteria and custodial workers in the evaluation process, if at all possible, for a number of reasons. Firstly, literacy level seemed a poor criteria for automatically excluding stakeholder participation in the evaluation. Further, these personnel play a unique role in schools, have interactions with students which are different from those of any other adults in the school, and thus may have a unique insight into the functioning of the school.

There seemed good reason to include these personnel in the evaluation, since their experiences and perceptions could be viewed as both direct and indirect indicators of school climate. These personnel have much direct contact with students, and their feelings of satisfaction with the school may influence their interactions with students, and thus impact school effectiveness directly. Also, the degree to which these personnel feel safe, valued, and respected is likely an indirect indicator of other important aspects of how the school is managed.

Considerations of fairness also prompted their inclusion. Since other proposed evaluation strategies would assess aspects of the school for which these personnel were responsible (such as school cleanliness), inclusion of their point of view seemed indicated. Lastly, excluding any group from a systematic evaluation system would seem to convey the message that those people (and their insights and experiences) are not valued.

The objective of this study was to explore the feasibility and appropriateness of including survey of noncertified school personnel (i. e., cafeteria, custodial, maintenance, and grounds workers) in a comprehensive school evaluation system. The proposed survey instrument would assess these employees' perceptions regarding the degree to which their school exemplified selected characteristics of effective schools. The questionnaire would be brief, have a simple response scale, and consist of items stated in simple language. Respondents would have instruments with both the items and the response scale. An evaluator would read the questions to (or with) the respondents while they marked their answers.

Perspective

Research grounded in the "effective schools" paradigm has resulted in what Haertel, Katzenmeyer, and Haertel (1989, p. 17) refer to as a "loose consensus on the characteristics of effective schools." These characteristics are features of schools which cross subject area boundaries and which have been found to be associated with positive student outcomes, particularly achievement outcomes in mathematics and reading. One subset of the characteristics of effective schools, often referred to as "school climate," includes such factors as whether students and school employees feel safe at the school, and whether they feel that they are valued and treated with respect. Although the effective schools perspective has been subjected to various criticisms (c.f., Haertel et al., 1989; Ralph and Fennessey, 1983; Cuban, 1983), it has been widely advocated as the basis for certain aspects of school evaluation (c.f. NCA Commission on Schools, 1985; Purkey & Smith, 1983; Sagor, 1981; Wimpelberg, Teddlie, & Stringfield, 1989).

Various survey instruments and batteries have been developed to assess school climate. These instruments generally focus on survey of the

perceptions of students, and of teachers and other certified school personnel (c.f. California Department of Education, 1989; Maruyama, et al., 1989; Raudenbush, Rowan, & Kang, 1991.). The instruments are generally not intended for (or appropriate for) use with noncertified school personnel such as cafeteria, custodial, maintenance, and grounds workers. Our extensive review of instruments assessing school climate did not yield any which were intended for use with custodial, cafeteria, maintenance workers, or others with handicaps or problems with literacy.

Methods

The original questionnaire for noncertified personnel (i.e., teaching assistants and secretaries) consisted of six subscales. The subscales addressed: 1) staff participation in school decision making, 2) the supportiveness of the school environment, 3) school safety, 4) the fairness and consistency of enforcement of school rules, 5) cleanliness and orderliness of school environment, and 6) the school's effectiveness in addressing unsafe and disorderly occurrences. In developing the questionnaire for cafeteria and custodial workers, the first step was to examine whether the constructs represented by subscales could be appropriately addressed by custodial and cafeteria workers. The subscale assessing the fairness and consistency of enforcement of school rules primarily addressed rules involving students, rather than staff. It did not seem that cafeteria and custodial workers would be in a position to evaluate the interactions of students with teachers and administrators, since they would only occasionally observe these interactions. Thus, this construct was eliminated from development of the questionnaire for cafeteria and custodial workers. All other constructs represented by subscales were retained for the pilot-test version of the questionnaire for cafeteria and custodial workers.

The original questionnaire for noncertified personnel had a five-point Likert response scale. A five-point scale would not be appropriate for groups including of persons with limited literacy and/or handicaps, even if the items were read aloud, since these persons might not know what answer they were marking. We decided to use a dichotomous "yes/no" response scale for several reasons. First, many persons with only limited reading ability can recognize the words "yes" and "no." Second, the evaluator reading the questionnaire items could describe the "yes" block as being on the right, and the "no" block as being on the left. The evaluator could also point to these on a sample questionnaire. This would allow persons who could not read to know which answer they were marking. Furthermore, persons who had difficulty making the fine distinctions required by a five-point scale might decide more easily between two alternatives.

Each of the six subscales of the original questionnaire for noncertified personnel was composed of approximately 20 items. Multiple items addressing each construct were necessary to maintain psychometric properties, such as internal consistency reliability, of the subscales. We anticipated that most workers would mark most items "yes" (or indicate a favorable response), thus the distribution of responses would likely be highly skewed toward positive answers. In that case, the "yes/no" response scale selected for use in the questionnaire for custodial and cafeteria workers would not lend itself to assessment of internal consistency reliability. Since we did not plan to evaluate internal consistency reliability on this questionnaire, we decided to address each construct with only a few items (as opposed to over 20 on the questionnaire for noncertified personnel). We anticipated that this would allow the questionnaire to be administered in less than an hour, even when read aloud to respondents.

The items of the questionnaire for noncertified personnel were stated in declarative format. The "yes/no" response scale of the questionnaire for cafeteria and custodial workers required that items be stated in interrogative format (i.e., as questions). Items of the questionnaire for noncertified personnel were a mixture of first-person statements (e.g., "I think...") and third-person statements (e.g., "Staff here think..."). For cafeteria and custodial workers, we decided to focus on the experiences and perceptions of the respondent rather than asking the respondent to infer the feeling or perceptions of other school staff. Thus, questionnaire items are stated in the first-person interrogative for this questionnaire.

Ideas represented by several items on the questionnaire for noncertified personnel were consolidated and simplified into single items for the questionnaire for cafeteria and custodial workers. For example, the following three items appear on the questionnaire for noncertified personnel:

1. At this school, I have opportunities to participate in the development of school policies that directly affect me and my work.
2. All staff at this school have the opportunity to participate in (1) the development and (2) the evaluation of school goals, programs, and policies.
3. I have little influence on the formulation of school policies that directly affect my work.

The language was simplified, and these items were consolidated into a single item for the questionnaire for cafeteria and custodial workers:

1. At this school, do you help make decisions about your work?

The developmental steps outlined above resulted in a 25 item written questionnaire with a very simple ("yes/no") response scale for use with cafeteria and custodial workers. Repeated iterations and panel reviews were used to ensure simple, unambiguous language, and to monitor construct validity of the instrument. Review panels were composed of school system personnel, state department of education personnel, and university faculty from schools of education.

The questionnaire was designed to be verbally administered by an evaluator who would read the questions along with the respondents; respondents would mark their own answers. The questionnaires were designed to be administered in small groups, so that the evaluator could verify that respondents were marking answers for the correct questions. A written script was provided for the evaluator administering the questionnaire. This script gave simple directions for completing the questionnaire, and provided clarifying statements regarding certain of the items. The script also informed respondents that they could leave items blank if they did not wish to respond or did not know how to respond.

Small group administration of the questionnaire was pilot-tested with cafeteria, custodial, grounds and maintenance workers. Evaluators administering the questionnaire were asked to record any comments or questions from the pilot-test respondents. The length of time required to administer the instrument was also recorded. After completion of the pilot-test, school principals also informally asked the workers how they felt about responding to the questionnaire.

Pilot-study results were reviewed, and a final form of the questionnaire instrument constructed. A script for the evaluator administering the questionnaire was also included.

Data Source

A total of 119 cafeteria, custodial, grounds, and maintenance workers in twelve schools (four elementary, three middle, and five secondary schools) participated in the pilot-study. The schools were selected to be representative of the state's schools in terms of : 1) geographic location, 2) level of affluence, and 3) urban versus rural character. At each of these schools, all employed cafeteria, custodial, grounds, and maintenance workers participated in the pilot study. The pilot study was conducted in the early spring of the school year.

Results

Pilot-study evaluators reported that the questionnaire for custodial and cafeteria workers was well received in the schools. Pilot-study evaluators reported that the questionnaire usually took about 30

minutes to administer, and could be comfortably administered in 45 minutes. This time allotment allowed the team member reading the questionnaire to verify that respondents were responding the appropriate question and seemed to understand the question.

Group administration with questionnaires read aloud proved workable. Although reading ability among these groups of school employees varied greatly, those employees who obviously could read did not appear to resent having the questions read aloud to them.

Respondent's verbal questions and comments suggested that they understood the task, as did their written comments. Evaluators reported that the explanations and clarifications provided for the first several questions were helpful, but that similar clarifications for latter questions are not needed. Respondents asked very few questions about the task, but made verbal comments such as "thank you." Some respondents wrote comments on their questionnaires. These comments also suggested that they understood the task: one respondent suggested an additional question; several suggested separating a question on safety into two questions addressing safety at different times of the day.

Several respondents indicated (both verbally and in writing) that they would like a response option beyond "yes" or "no." For instance, it was suggested that "sometimes" might be an appropriate answer for some questions. A "don't know" response option was also suggested, since cafeteria workers, in particular, may know little about what goes on outside the cafeteria. Respondents comments are summarized in Appendix A of this paper. Respondents comments were taken into consideration in revising the questionnaire, however, we decided to retain the "yes/no" response scale, and focus on rewording or eliminating items which respondents felt couldn't be answered on this scale.

Pilot-study respondents were instructed to leave blank any items which they could not answer, or to which they did not wish to respond. The nonresponse rate thus gives an indication of the degree to which respondents felt they could or wished to respond to items. Table 1, on the following pages, shows the percentages of respondents answering "yes," "no," or providing no response, across all pilot-study schools. As can be seen from Table 1, on the following page, the item nonresponse rate ranged from two to eight percent. As we had anticipated, most respondents answered items in a way favorable to their school. In revising the questionnaires, elimination or revision of items with high nonresponse rates was considered. The questionnaire, revised for field study, appears in Appendix B of this paper. Instructions, administrations procedures, and script accompany the questionnaire.

As stated above, most respondents provided answers which were favorable to their school. However, the percentage of respondents

Table 1

Questionnaire for Custodial, Maintenance, and Cafeteria Workers: Percentage of Respondents Answering "Yes," "No," or Providing No Response (NR)

Survey Question:	Yes	No	NR
1. At this school, do you help make decisions about your work?	76%	23%	2%
2. Are changes that will affect you usually discussed with you before they are made?	77%	19%	3%
3. Could you do a better job if you had more say about your work?	67%	31%	2%
4. If you had something to say about your job, would your boss listen to you?	95%	3%	3%
5. Do students at this school treat you with respect?	80%	14%	7%
6. Do the people you work with show that they care about each other?	88%	7%	5%
7. Do other staff at this school treat you with respect?	91%	4%	5%
8. At this school, do people sometimes say unkind things to you?	46%	49%	5%
9. Do you think that this school is a nice place to work?	97%	1%	3%
10. Do you feel safe in your work area?	96%	3%	2%
11. Do you feel safe entering and leaving the school each day?	91%	5%	4%
12. Do you think students are safe at this school?	92%	5%	3%
13. Do you think stealing is a problem at this school?	23%	70%	8%
14. At this school, has anything been stolen from you in the last two years?	8%	91%	2%
15. Is this school usually clean and in good repair?	94%	3%	3%
16. Are you proud of this school building?	95%	3%	3%
17. Are the restrooms in this school usually clean?	93%	3%	3%
18. Is the cafeteria at this school usually clean and neat?	93%	4%	3%
19. Are students at this school usually well-behaved?	70%	24%	7%
20. Are the grounds of this school generally clean and neat?	92%	5%	3%
21. Would you know what to do if you saw a student using drugs or alcohol at school?	87%	8%	6%
22. Would you know what to do if you saw a student steal something at school?	95%	3%	3%
23. Would you know what to do if you saw students fighting at school?	97%	2%	2%
24. Do you think drugs and alcohol are a problem at this school?	14%	77%	8%
25. Do you think fighting by students is a problem at this school?	29%	66%	5%

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answering an item favorably did vary between schools, suggesting that the questionnaire may provide data useful in discriminating between schools. The percentage of respondents answering "yes," "no," or providing no response at each pilot-study school are shown in Table 2, on the following pages. (Percentages for participating elementary schools are shown in Table 2a; percentages for middle schools in Table 2b; and percentages for secondary schools in Table 2c.) If, for example, one examines item #3 ("*Could you do a better job if you had more say about your work*?") the percentage of respondents answering "yes" varied from 100% at one middle school to 37% at one elementary school.

Implications

The results of the pilot study suggest that inclusion of cafeteria, custodial, grounds, and maintenance workers in comprehensive school evaluation system is both feasible and appropriate. The questionnaires were very well received, and the workers reported that they were pleased to have their opinions and experiences considered in the evaluation. Respondents indicated no problem understanding the questionnaire items or instructions. The questionnaires could be comfortably administered in 30 minutes. (This time allotment allowed the evaluator to read the introductory script, and to read each question twice.) Many respondents gave favorable responses to all questionnaire items, thus calculation of traditional psychometric properties (e.g., Cronbach's alpha) was not feasible. However, the average proportion of favorable responses did vary between schools, suggesting that discriminating between schools may be possible. Test-retest reliability is applicable to this questionnaire, and assessment of this psychometric property represents a logical next-step in questionnaire development. Pending the results of determination of test-retest reliability, the questionnaires are probably best used as sources of formative, rather than summative, feedback.

Table 2a

Questionnaire for Custodial, Maintenance, and Cafeteria Workers:
Percentage of Elementary School Respondents Answering
"Yes," "No," or Providing No Response (NR)

Survey Question:	Elementary A			Elementary B			Elementary C			Elementary D		
	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR
1. At this school, do you help make decisions about your work?	75%	25%	0%	75%	25%	0%	90%	10%	0%	100%	0%	0%
2. Are changes that will affect you usually discussed with you before they are made?	75%	25%	0%	88%	12%	0%	70%	30%	0%	100%	0%	0%
3. Could you do a better job if you had more say about your work?	75%	25%	0%	37%	63%	0%	90%	10%	0%	100%	0%	0%
4. If you had something to say about your job, would your boss listen to you?	100%	0%	0%	100%	0%	0%	90%	10%	0%	100%	0%	0%
5. Do students at this school treat you with respect?	100%	0%	0%	100%	0%	0%	100%	0%	0%	33%	67%	0%
6. Do the people you work with show that they care about each other?	100%	0%	0%	88%	12%	0%	100%	0%	0%	100%	0%	0%
7. Do other staff at this school treat you with respect?	100%	0%	0%	88%	12%	0%	100%	0%	0%	100%	0%	0%
8. At this school, do people sometimes say unkind things to you?	0%	100%	0%	25%	75%	0%	50%	50%	0%	33%	67%	0%
9. Do you think that this school is a nice place to work?	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%
10. Do you feel safe in your work area?	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%
11. Do you feel safe entering and leaving the school each day?	100%	0%	0%	88%	12%	0%	100%	0%	0%	100%	0%	0%
12. Do you think students are safe at this school?	100%	0%	0%	100%	0%	0%	100%	0%	0%	67%	33%	0%
13. Do you think stealing is a problem at this school?	0%	100%	0%	37%	63%	0%	0%	90%	10%	33%	67%	0%

Table 2a, continued

Questionnaire for Custodial, Maintenance, and Cafeteria Workers:
Percentage of Elementary School Respondents Answering
"Yes," "No," or Providing No Response (NR)

Survey Question:	Elementary A			Elementary B			Elementary C			Elementary D		
	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR
14. At this school, has anything been stolen from you in the last two years?	0%	100%	0%	0%	100%	0%	20%	80%	0%	0%	100%	0%
15. Is this school usually clean and in good repair?	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%
16. Are you proud of this school building?	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%
17. Are the restrooms in this school usually clean?	100%	0%	0%	100%	0%	0%	90%	0%	10%	100%	0%	0%
18. Is the cafeteria at this school usually clean and neat?	100%	0%	0%	100%	0%	0%	100%	0%	0%	67%	33%	0%
19. Are students at this school usually well-behaved?	100%	0%	0%	88%	12%	0%	30%	60%	10%	67%	33%	0%
20. Are the grounds of this school generally clean and neat?	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%
21. Would you know what to do if you saw a student using drugs or alcohol at school?	75%	0%	25%	88%	12%	0%	100%	0%	0%	100%	0%	0%
22. Would you know what to do if you saw a student steal something at school?	100%	0%	0%	88%	12%	0%	100%	0%	0%	100%	0%	0%
23. Would you know what to do if you saw students fighting at school?	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%
24. Do you think drugs and alcohol are a problem at this school?	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%
25. Do you think fighting by students is a problem at this school?	0%	100%	0%	0%	100%	0%	50%	50%	0%	67%	33%	0%

Table 2b

Questionnaire for Custodial, Maintenance, and Cafeteria Workers:
Percentage of Middle School Respondents Answering
"Yes," "No," or Providing No Response (NR)

Survey Question:	Middle A			Middle B			Middle C		
	Yes	No	NR	Yes	No	NR	Yes	No	NR
1. At this school, do you help make decisions about your work?	25%	75%	0%	70%	30%	0%	50%	37%	12%
2. Are changes that will affect you usually discussed with you before they are made?	0%	100%	0%	70%	20%	10%	75%	12%	12%
3. Could you do a better job if you had more say about your work?	100%	0%	0%	50%	50%	0%	63%	25%	12%
4. If you had something to say about your job, would your boss listen to you?	75%	25%	0%	90%	0%	10%	88%	0%	12%
5. Do students at this school treat you with respect?	75%	25%	0%	80%	20%	0%	88%	0%	12%
6. Do the people you work with show that they care about each other?	100%	0%	0%	100%	0%	0%	88%	0%	12%
7. Do other staff at this school treat you with respect?	75%	12%	12%	90%	10%	0%	88%	0%	12%
8. At this school, do people sometimes say unkind things to you?	50%	50%	0%	10%	80%	10%	25%	63%	12%
9. Do you think that this school is a nice place to work?	100%	0%	0%	100%	0%	0%	88%	0%	12%
10. Do you feel safe in your work area?	63%	37%	0%	100%	0%	0%	88%	0%	12%
11. Do you feel safe entering and leaving the school each day?	50%	12%	37%	100%	0%	0%	63%	25%	12%
12. Do you think students are safe at this school?	100%	0%	0%	100%	0%	0%	88%	0%	12%
13. Do you think stealing is a problem at this school?	0%	100%	0%	10%	80%	10%	0%	88%	12%

Table 2b, continued

Questionnaire for Custodial, Maintenance, and Cafeteria Workers:
Percentage of Middle School Respondents Answering
"Yes," "No," or Providing No Response (NR)

Survey Question:	Middle A			Middle B			Middle C		
	Yes	No	NR	Yes	No	NR	Yes	No	NR
14. At this school, has anything been stolen from you in the last two years?	0%	100%	0%	0%	100%	0%	12%	75%	12%
15. Is this school usually clean and in good repair?	88%	12%	0%	100%	0%	0%	88%	0%	12%
16. Are you proud of this school building?	88%	12%	0%	100%	0%	0%	88%	0%	12%
17. Are the restrooms in this school usually clean?	100%	0%	0%	90%	0%	10%	88%	0%	12%
18. Is the cafeteria at this school usually clean and neat?	100%	0%	0%	100%	0%	0%	88%	0%	12%
19. Are students at this school usually well-behaved?	100%	0%	0%	90%	10%	0%	88%	0%	12%
20. Are the grounds of this school generally clean and neat?	88%	12%	0%	100%	0%	0%	88%	0%	12%
21. Would you know what to do if you saw a student using drugs or alcohol at school?	88%	0%	12%	80%	10%	10%	75%	12%	12%
22. Would you know what to do if you saw a student steal something at school?	100%	0%	0%	90%	10%	0%	88%	0%	12%
23. Would you know what to do if you saw students fighting at school?	100%	0%	0%	90%	10%	0%	88%	0%	12%
24. Do you think drugs and alcohol are a problem at this school?	0%	75%	25%	0%	70%	30%	0%	88%	12%
25. Do you think fighting by students is a problem at this school?	12%	88%	0%	20%	80%	0%	0%	88%	12%

Table 2c

Questionnaire for Custodial, Maintenance, and Cafeteria Workers:
Percentage of Secondary School Respondents Answering
"Yes," "No," or Providing No Response (NR)

Survey Question:	Secondary A			Secondary B			Secondary C			Secondary D			Secondary E		
	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR
1. At this school, do you help make decisions about your work?	60%	40%	0%	100%	0%	0%	83%	17%	0%	84%	16%	0%	80%	0%	20%
2. Are changes that will affect you usually discussed with you before they are made?	93%	7%	0%	94%	6%	0%	83%	17%	0%	95%	5%	0%	20%	40%	40%
3. Could you do a better job if you had more say about your work?	60%	40%	0%	71%	29%	0%	75%	25%	0%	68%	32%	0%	80%	0%	20%
4. If you had something to say about your job, would your boss listen to you?	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	80%	0%	20%
5. Do students at this school treat you with respect?	93%	0%	7%	82%	18%	0%	58%	25%	17%	79%	11%	11%	20%	40%	40%
6. Do the people you work with show that they care about each other?	87%	7%	7%	82%	18%	0%	92%	05%	8%	79%	16%	5%	40%	20%	40%
7. Do other staff at this school treat you with respect?	87%	13%	0%	100%	0%	0%	92%	05%	8%	95%	0%	5%	60%	0%	40%
8. At this school, do people sometimes say unkind things to you?	73%	27%	0%	82%	18%	0%	58%	42%	8%	26%	58%	16%	60%	20%	20%
9. Do you think that this school is a nice place to work?	100%	0%	0%	94%	6%	0%	100%	0%	0%	95%	0%	5%	80%	0%	20%
10. Do you feel safe in your work area?	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	80%	0%	20%
11. Do you feel safe entering and leaving the school each day?	100%	0%	0%	100%	0%	0%	100%	0%	0%	89%	11%	0%	80%	0%	20%
12. Do you think students are safe at this school?	100%	0%	0%	82%	18%	0%	83%	8%	8%	95%	5%	0%	80%	0%	20%

Table 2c, continued

Questionnaire for Custodial, Maintenance, and Cafeteria Workers:
Percentage of Secondary School Respondents Answering
"Yes," "No," or Providing No Response (NR)

Survey Question:	Secondary A			Secondary B			Secondary C			Secondary D			Secondary E		
	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR
13. Do you think stealing is a problem at this school?	20%	80%	0%	76%	24%	0%	33%	50%	17%	16%	74%	11%	0%	80%	20%
14. At this school, has anything been stolen from you in the last two years?	7%	93%	0%	12%	88%	0%	0%	100%	0%	16%	84%	0%	20%	60%	20%
15. Is this school usually clean and in good repair?	100%	0%	0%	88%	12%	0%	100%	0%	0%	95%	0%	5%	60%	0%	40%
16. Are you proud of this school building?	100%	0%	0%	94%	6%	0%	92%	0%	8%	95%	5%	0%	80%	0%	20%
17. Are the restrooms in this school usually clean?	100%	0%	0%	100%	0%	0%	83%	8%	8%	95%	5%	0%	60%	0%	40%
18. Is the cafeteria at this school usually clean and neat?	100%	0%	0%	94%	6%	0%	92%	0%	8%	95%	5%	0%	40%	40%	20%
19. Are students at this school usually well-behaved?	93%	7%	0%	41%	53%	6%	58%	25%	17%	79%	16%	5%	0%	60%	40%
20. Are the grounds of this school generally clean and neat?	93%	0%	7%	82%	18%	0%	92%	0%	8%	100%	0%	0%	40%	40%	20%
21. Would you know what to do if you saw a student using drugs or alcohol at school?	87%	7%	7%	88%	12%	0%	83%	8%	8%	95%	5%	0%	60%	20%	20%
22. Would you know what to do if you saw a student steal something at school?	100%	0%	0%	100%	0%	0%	83%	8%	8%	100%	0%	0%	80%	0%	20%
23. Would you know what to do if you saw students fighting at school?	100%	0%	0%	100%	0%	0%	83%	8%	8%	100%	0%	0%	80%	0%	20%
24. Do you think drugs and alcohol are a problem at this school?	0%	100%	0%	59%	41%	0%	25%	67%	8%	11%	79%	11%	40%	40%	20%
25. Do you think fighting by students is a problem at this school?	0%	100%	0%	100%	0%	0%	25%	67%	8%	11%	79%	11%	40%	20%	40%

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Appendix A

Respondents' Comments Regarding
Questionnaire for Custodial, Maintenance, and Cafeteria Workers:

Comments Regarding Overall Questionnaire:

"Test should not be yes or no answers. There are too many gray areas to most of these questions. Also, a lot of these questions have nothing to do with us (lunchroom help) because if it doesn't happen in the lunchroom we don't know about it."

"Needs a question 'do I think I could do a better job if I had the right materials?'"

Comments Regarding Specific Questions:

2. *Are changes that will affect you usually discussed with you before they are made?*

"sometimes" (did not answer 'yes' or 'no')

5. *Do students at this school treat you with respect?*

"sometimes" (did not answer 'yes' or 'no')
"sometimes" (did not answer 'yes' or 'no')

6. *Do the people you work with show that they care about each other?*

"some do" (did not answer 'yes' or 'no')
"some do"

7. *Do other staff at this school treat you with respect?*

"some do" (did not answer 'yes' or 'no')
"I would say 40-60%" (did not answer 'yes' or 'no')

11. *Do you feel safe entering and leaving the school each day?*

Respondent marked that 'entering' and 'leaving' should be separate questions: "parking in dark entering- very little light"

Respondent marked that 'entering' and 'leaving' should be separate questions: "yes-entering no-leaving" (did not answer 'yes' or 'no')

Respondent marked that 'entering' and 'leaving' should be separate questions: "no-entering " (did not answer 'yes' or 'no')

Respondent marked that 'entering' and 'leaving' should be separate questions: "no for leaving only -too dark at times " (did not answer 'yes' or 'no')
"leaving school at 11:00 pm is not safe"

13. *Do you think stealing is a problem at this school?*
"Don't know"
"sometimes" (did not answer 'yes' or 'no')
"I don't know"

15. *Is this school usually clean and in good repair?*
"in some ways it is" (did not answer 'yes' or 'no')

17. *Are the restrooms in this school usually clean?*
"ugly word on wall" (did not answer 'yes' or 'no')
"writing on wall"

18. *Is the cafeteria at this school usually clean and neat?*
"table fork after breakfast" (did not answer 'yes' or 'no')

19. *Are students at this school usually well-behaved?*
"mostly" (did not answer 'yes' or 'no')
"some of the student body is quite destructive as: bursting out ceiling tile, bursting coke bottles, knocking out windows- these are in the minority" (did not answer 'yes' or 'no')

25. *Do you think fighting by students is a problem at this school?*
"sometimes it is" (did not answer 'yes' or 'no')
"No. 25 is taken care of daily"

Regarding Their School:
"I'm proud to be a part of this school. I know it isn't perfect but it is a great place to work."
"our school grounds are in bad shape" (answered "no" to question 20)
"The grounds were kept much better when all were working together. We also need more help."
"The grounds were kept better when we all were working together."
"We need more help"
"Employees should have more input in the building of cafeterias at to what is needed. The climate control of the cafeteria should be controlled at the school & not at

maintenance. It's a disadvantage because we are the ones working under different conditions."

"I also think that whenever participation goes up enough to merit increase in hours it should be done immediately, like it is when it does down. You lose hours, even workers, almost immediately."

"People should be hired according to ability as well as educational status. If a person can do the job, then pay them the salary when the job is done. Don't use people to fit your plan and get a job done, then tell them later on after advertising the job that they are not qualified."

Regarding questions 21-25 (drug and alcohol use, theft, fighting by students):

"Rules in handbook are not followed consistently. No need to put in handbook/make it a rule if it is not going to be followed- e.g. chewing tobacco (no tobacco in school from walls), graffiti- should be cleaned daily. Teachers should check rest rooms daily- smoking areas should be checked daily."

Appendix B

Procedures, Instructions, Script, and Instrument: Questionnaire for Cafeteria and Custodial Workers

Procedures

1. Approximately 45 minutes should be allowed for administration of the questionnaire for cafeteria and custodial workers, although it will probably take less time in most schools.

2. The questionnaire should be administered to groups which are small enough that the evaluator(s) administering the survey can visually verify that respondents are answering the right question.

3. The evaluator(s) administering the questionnaire should see that respondents are provided with pencils with erasers.

4. The evaluator administering the questionnaire should read the instructions aloud, then read each question at a slow pace, visually verifying that respondents are responding to the correct question. Each question should be read twice.

5. Respondents should place their completed questionnaires in an envelope, and the last respondent should seal the envelope.

GENERAL INSTRUCTIONS FOR EVALUATOR(S) CONDUCTING SURVEYS FOR CAFETERIA, MAINTENANCE, GROUNDS, AND CUSTODIAL WORKERS

Cafeteria, custodial, maintenance, and grounds workers will respond to a brief written survey with a "Yes/No" response scale. An evaluator will administer these surveys in one or more small-group sessions. (If the number of personnel in each category is small, the surveys may be administered to all workers in a single session, if the principal wishes to schedule such a session. Otherwise, separate sessions may be held for each category of personnel. It is important that the sessions are small enough that the evaluator can be sure that each participant understands the instructions and is completing the appropriate question at the appropriate time.) Allow approximately 45 minutes for administration of the survey, and be sure that pencils with erasers are available for respondents.

Some participants may have very limited reading skills. You (the evaluator) will read the instructions and survey questions to participants, will clarify questions as needed, and will record any comments the participants have. Please begin by reading aloud the instructions (on the next page). Repeat or clarify them as needed. When you are sure that each participant understands the instructions, and how to mark a "Yes" or "No" response to a question, please read each question aloud and allow participants time to complete it before moving on the the next question. Participants may leave a question blank if they do not know the answer.

In administering the surveys, questions may be repeated or paraphrased as needed, to ensure that personnel understand what is being asked. Possible clarification for the first four questions are provided below. Questions 5 through 22 are simpler, and may not require any clarification. Depending on the participants, however, you may need to provide clarifications for Questions 5 through 22, or additional clarifications for Questions 1 through 4.

Please take note of which survey questions require clarification, and what explanations you find useful, so that the survey form can be improved after the field test.

Possible Clarification for Selected Questions:

1. At this school, do you help make decisions about your work? For instance, do you help plan when and how your job will be done?

2. When changes are going to be made that will affect you or your work, are they usually discussed with you before the final decision is made? For example, if work schedules or assignments were going to be changed, would you have a chance to discuss the changes before they take place?

3. Do you sometimes feel that you could do a better job if you had more say about your work? Do you feel like you have some good ideas that never get used? Do you feel like you know of some ways to improve things, but can't get the changes made?

4. If you had a good idea about your job, do you think your boss would listen to you? How about if you thought something needed to be changed? Would your boss discuss it with you?

Comprehensive Evaluation System
Survey for Cafeteria, Maintenance, Grounds, and Custodial Workers

INSTRUCTIONS

(To be read aloud by the evaluator administering the surveys)

Is there anyone here who is not a Cafeteria Worker, [or a Maintenance, Grounds, or Custodial Worker]? *(If so, please direct them to the appropriate time/group to complete a questionnaire appropriate to their job title.)*

We are working to develop a system for determining the quality of schools. All employees of this school are being asked to answer a few questions. Please understand, we are not here to evaluate you or your school. Your answers will help us improve our evaluation system.

Your answers to these questions will be kept confidential: your individual answers will not be shared with anyone. Do not write your name on the paper.

I will read each of the questions with you. After I read each question, please answer the question by placing a check mark in one of the boxes that follow the question. Check the box on the left if, in your experience, the answer to the question is YES. Check the box on the right if, in your experience, the answer to the question is NO. If you do not know the answer to the question, you may leave it blank. *(Please point and demonstrate marking "yes" and "no" answers.)*

I have been assigned to help you with these questions. If you would like me to explain a question to you, or if you have problems or concerns about answering a question, please tell me.

Is there anything you would like to ask me now, before we begin reading the questions?

(At this point, read each question. Clarify the question if necessary. Watch respondents to see that they are responding to the correct question, and that they appear to be marking answers to most questions.)

(After you have read each question, please read the following closing statement.)

Thank you for answering these questions. Your answers will be very useful to us. We are also interested in your opinions about these questions. Do you have any comments you would like me to write down? You may also write comments on the bottom of your paper, if you wish.

Now that we are finished, please put your paper in the envelope I am passing around. When I have everyone's paper, I will seal the envelope. This envelope will not be opened in your school building or at the school system central office.

Comprehensive Evaluation System
Survey for Cafeteria, Maintenance, Grounds, and Custodial Workers

1. At this school, do you help make decisions about your work?	☐ YES	☐ NO
2. Are changes that will affect you usually discussed with you before they are made?	☐ YES	☐ NO
3. Could you do a better job if you had more say about your work?	☐ YES	☐ NO
4. If you had something to say about your job, would your boss listen to you?	☐ YES	☐ NO
5. Do you have the tools and materials you need to do your job well?	☐ YES	☐ NO
6. Do most students at this school treat you with respect?	☐ YES	☐ NO
7. Do the people you work with show that they care about each other?	☐ YES	☐ NO
8. Do most other staff at this school treat you with respect?	☐ YES	☐ NO
9. At this school, do people sometimes say unkind things to you?	☐ YES	☐ NO
10. Do you think that this school is a nice place to work?	☐ YES	☐ NO
11. Do you feel safe in your work area?	☐ YES	☐ NO
12. Do you feel safe entering the school each day?	☐ YES	☐ NO
13. Do you feel safe leaving the school each day?	☐ YES	☐ NO
14. At this school, has anything been stolen from you in the last two years?	☐ YES	☐ NO

15. Is this school usually clean and in good repair? ☐ YES ☐ NO

16. Are you proud of this school building? ☐ YES ☐ NO

17. Are the restrooms at this school usually clean? ☐ YES ☐ NO

18. Is the cafeteria at this school usually clean and neat? ☐ YES ☐ NO

19. Are the grounds of this school generally clean and neat? ☐ YES ☐ NO

20. Would you know what to do if you saw a student using drugs or alcohol at school? ☐ YES ☐ NO

21. Would you know what to do if you saw a student steal something at school? ☐ YES ☐ NO

22. Would you know what to do if you saw students fighting at school? ☐ YES ☐ NO